

SafeRoutes

Colorado Safe Routes to School



**Colorado Safe Routes to School
Application, Guidelines, and Instructions
Non-Infrastructure Project
(education, encouragement, enforcement)
FY 2017-18**

Applications due November 1, 2017



COLORADO

Department of Transportation

This document can be found at <http://www.codot.gov/programs/bikeped/safe-routes/funding-evaluation> in PDF and Word formats.

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The application can be accessed directly by clicking [here](#).

Introduction

Forty-five years ago, walking and biking to school were commonplace – in 1969, roughly half of all 5 to 18 year olds either walked or biked to school. Times changed, and by 2001, nearly 90% of our youth were driven to school either by bus or by individual car. This change in transportation mode has added to traffic congestion, a reduction in air quality and the deterioration of our children's health. While distance to school and safety are the most commonly reported barriers to walking and bicycling, private vehicles still account for half of school trips for children living within 1/2 mile from school—a distance easily covered on foot or bike. In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.

Safe Routes to School (SRTS) was established in 2005 through Federal legislation

- to enable and encourage children, including those with disabilities, to walk and bicycle to school;
- to make walking and bicycling to school safe and more appealing; and
- to facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.



The Colorado Department of Transportation manages the Colorado SRTS (CSRTS) program. In Colorado today, about 17% of Colorado K-8 students are walking and bicycling to and from school with higher rates of 21% to 26% or higher in schools with active SRTS programs.

In 2015, the Colorado Department of Transportation (CDOT) Transportation Commission approved the continuation of the SRTS program by committing to fund the program with \$2 million for infrastructure projects and \$0.5 million for non-infrastructure projects. Grants are awarded through a statewide competitive process.

SRTS funds available for projects selected in Fiscal Year 2017-18 FY18) will support both non-infrastructure (education, encouragement, and enforcement) projects and infrastructure projects (which require a separate application).

The most successful way to increase bicycling and walking is through a comprehensive approach that includes the "Five E's".

- Education,
- Engineering,
- Encouragement,
- Enforcement, and
- Evaluation.

We encourage all applicants to consider each of the Five E's in their program.

Research reveals that there are four key elements of successful SRTS programs in getting more students to walk and bicycle. High performing programs are more likely to (1) have strong program leadership within the school, (2) conduct frequent activities that reinforce students to walk and bicycle, (3) have strong support from parent groups, and (4) have policies that support walking and bicycling to/from school.¹

[Resource A](#) and [Resource B](#) provide non-infrastructure project examples and additional resources that may stimulate ideas for your Safe Routes to School project. Additional resources can be found at the CDOT Safe Routes to School [web site](#). You can also view a snapshot of previously funded SRTS projects [online](#).



Eligibility

To apply for a CSRTS grant, applicants must be

- a local government;
- a school district, local education agency or school;
- a regional transportation authority;
- a transit agency;
- a natural resource or public land agency;
- a tribal government; or
- any other local or regional governmental entity with responsibility for or oversight of transportation or recreational trails that the State determines to be eligible, consistent with the goals of this grant application.

Funds are available for Safe Routes to School programs that benefit elementary and middle school **children in Kindergarten through 8th grade**; most typically elementary and middle schools but any school that has students in K-8 grades is also eligible.

Applicants may apply for more than one project grant each year, but each project requires a completed and separate application for each scope. For example, an applicant wants to develop a school crossing

¹ To read the complete study, go to www.saferoutesinfo.org/program-tools/comparative_analysis_program_outcomes

guard program at one school and create a bicycle audit at a different school; the applicant would need to submit two separate applications.

However, projects can have multiple scopes in one application.

- Example #1: An applicant decides to develop an awareness campaign that includes a crossing guard program, bicycle rodeo and an advertising campaign across all elementary schools in the district. This is considered to have multiple scopes but only one project.
- Example #2: An entire school district wants to implement a single program – there are numerous schools involved, but it's one project and, therefore, just one application is needed.

Successful projects have been selected from across the state from urban, suburban, and rural communities. The [map](#) on the CSRTS website highlights the schools that have been part of a funded CSRTS project.

Grant funding is also available for infrastructure projects but these require a different [application](#).

If you aren't sure about your scope of work and how to complete your application, contact the CDOT Safe Routes to School Program Manager at 303.757.9088 or dot_srts@state.co.us.

Key Factors to Consider When Applying for a CSRTS Grant

Grant Guidelines

Applicants are encouraged to be as cost-effective as possible in order for us to stretch funds to more communities and reach more students.

- **The Colorado Safe Routes to School (CSRTS) program has \$500,000** to support SRTS non-infrastructure (education, enforcement, and encouragement) projects being selected in FY 2017-18. The minimum grant award is \$5,000 and no maximum (up to the \$500,000 available for all projects).
- **Projects are selected by a nine-member CSRTS advisory committee** through a statewide competitive process.
- **Funding is available over two years** so consider how to maximize the impact of your project over that time period.
- **Federal funds are used to fund SRTS projects.** Applicants should be aware of federal and state requirements associated with funding and be willing and able to administer their projects within these parameters.
- **Some requested information in this year's application has been re-formatted or requested as attachments.** Be sure to pay attention to the information requested in each section especially if you have completed SRTS applications in the past. As we did last year, we have specified what documents should be included as attachments and how they should be labeled.
- **Any documents received after the application has been submitted** will not be added to the application.
- **Applicants for SRTS program funds must provide a 20% cash match of the total project.**
- **The SRTS program is a cost reimbursement program.**
- **Indirect costs will not be reimbursed.**
- **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.

- **All projects in this grant cycle must be completed by June 30, 2020.** Projects that have not been completed within 2 years will be designated as inactive and any remaining unencumbered funds will be revoked and returned to the program.
- **Any work performed by the applicant prior to receiving written authorization to proceed** is not eligible for reimbursement.
- **The Safe Routes to School Advisory Committee** reserves the right to limit the number of awards to any one grantee. Because funding is limited, the committee also has the option to remove items that are not directly associated with this program.
- **Federal regulations (2CFR200, also known as the Uniform Guidance)** which went into effect in 2015, require completion of risk assessments of each awarded entity covering financial management, staff qualifications, experience in handling federal awards, and others. Since CSRTS projects will include federal funds, the awarded entity will be required to complete an assessment prior to receiving a purchase order or contract.
- **If selected, applicants will be required to enter into a contract with CDOT.** Your application will become the scope of work for that contract. Most CSRTS grants will be procured with a purchase order.
- Pre- and Post-Safe Routes to School Evaluations (i.e., student in-classroom travel tally and parent survey), progress reports, and a final accomplishment report are required. **Final payment will be held until CDOT receives the final accomplishment report.**
- See [Resource A](#) for typical projects that are funded by CSRTS. Innovative projects are encouraged. Project coordinator salary is an eligible expense.

Reporting Requirements

- **Grant recipients are requested to submit a monthly invoice.** Progress reports are required with each billing statement of your project.
- **Grant recipients are required to collect and report** information from a pre- and post-evaluation using the Safe Routes to School Student In-Class Travel Tally and Parent Survey.
- **A final accomplishment report is required within 60 days** of the completion of the project and no later than August 30, 2020.

Safe Routes to School Parent Surveys and Student Travel Tallies

The National Center for Safe Routes to School, which manages the SRTS database, has made changes to their data collection system effective November 2016. Mailed paper forms (parent surveys and student in-classroom travel tallies) are no longer accepted for input by the National Center. An online, mobile-friendly data entry option is now available or you can enter the form responses yourself. The forms are still available for downloading at www.saferoutesdata.org. More information is available, along with FAQs, on this website. Call the CSRTS Program Manager for assistance with this system at 303.757.9088 or by email at dot_srts@state.co.us. If someone else has set up a log-in for your school(s) in the past and you need to change the administrative rights for them please contact the CSRTS program manager to assist with that update.

The Colorado Safe Routes to School Program Manager is available to answer your questions at dot_srts@state.co.us or 303-757-9088 regarding these requirements or the application itself.

To bypass the resource information, click [here](#) to go directly to the Application.

Resource A: Sample Non-infrastructure Program Descriptions

The following are a few examples of non-infrastructure programs. This is by no means a complete list, but we provide it as a way to stimulate your own ideas for a Safe Routes to School program. For additional information about implementing a Safe Routes to School program, view the [SRTS Guide \(http://guide.saferoutesinfo.org/\)](http://guide.saferoutesinfo.org/).

Bicycle or Pedestrian Audit: A subjective assessment of sidewalks and roadways to learn about bicycle and pedestrian conditions. This can be conducted by such individuals as local officials, planners, interested adults, consultants and children. The audit results can be used to help define your problem or measure changes that have occurred as a result of your project. Audits are useful when determining the focus of your project and development of your action plan

Bicycle and Pedestrian Core Subject Lesson Plans: Available on the [CDOT website](#) are K-8 bicycle and pedestrian safety and core subject lesson plans that align with the Colorado state standards for education. Recommended by the Colorado Department of Education, these fully-developed lesson plans are easy to integrate into any classroom setting and are proven effective and fun learning materials for students.

Bicycle Rodeo: Usually a bicycle safety clinic featuring bike safety inspections (and, optionally, quick tune-ups), skill assessment, and a safety lecture about the rules of the road. Rodeos include riding on a miniature "chalk street" or obstacle course where young cyclists apply the rules of the road and test their skills. Optional activities include helmet fitting, prizes and drawings, and in some cases commercial activities such as booths set up by bike shops, parent and student education, etc. Find more information on the [CSRTS website](#).

Crossing Guard Program: Utilizing CDOT's free [Crossing Guard Training](#) resources, provide training and coordination of individuals eighteen years of age or older who instruct, direct, and control the members of the student body in crossing the streets and highways at or near the school. Controls traffic when authorized.

Photovoice: Participants (students, parents, teachers, community leaders, etc.) are asked to represent their community or point of view by taking photographs, discussing them together, developing narratives to go with their photos, and taking action to improve conditions. Also see Bicycle or Pedestrian Audit defined above.

Public Awareness Campaign: Promotional activity that encourages bicycling and walking for transportation. This can include any number of tools such as flyers, print and media advertising, social media campaigns, poster contests, special events, etc.

Remote Drop Off: Some students simply live too far from their school to walk or bicycle. Several strategies to reduce traffic congestion at the school and in the adjacent streets are available for parents who must drive their children to school. These strategies include park and walk programs. A park and walk program makes use of an off-site location (such as a nearby church or park) as a parking area for parents who then walk their child to school or join a regularly scheduled walking school bus to complete their journey.

Safety Program: Classes or discussions that teach students and/or parents safety practices relating to bicycling and pedestrian behavior, such as the proper way to cross streets, use sidewalks, avoid darting out from between parked cars, helmet use, bicycle skills, etc. Reinforce messages through e-newsletters, handouts, posting in school bulletin, etc.

Walking School Bus or Bike Train: This is considered an “escort” program. It involves adult volunteers who accompany children to school, stopping at designated locations where children can join the “bus” or “train” at pre-arranged times. This allows children to bike or walk to school without the fear of them traveling alone. These programs can be informal or very structured. The SRTS National Partnership has a toolkit designed to help plan and organize a walking school bus using adult volunteers as leaders (www.saferoutespartnership.org/resources/toolkit/step-step). PedNet, a national consulting firm, (www.pednet.org) provides technical assistance and trainings on establishing walking school bus programs. Equipment and supplies to develop the program are allowable expenses in a CSRTS grant.

Safety of Children and Vision Zero Initiatives: The National Center for SRTS has advanced the idea that SRTS can serve as a foundation for Vision Zero (a movement in cities around the world to eliminate traffic death and serious injuries, making cities safe for all road users). Many believe it is both imperative and smart to prioritize children’s safety when communities are considering and implementing Vision Zero. Starting with children can be an important way to build community support and political will for larger Vision Zero work. If you think this might be useful for your work, see [Focusing on the Safety of Children Can Propel Vision Zero Initiatives](#).

Resource B: Safe Routes to School Project Resources

Remember, the most successful way to increase bicycling and walking is through a comprehensive approach that includes the “Five E’s” (Education, Encouragement, Enforcement, Engineering, and Evaluation).

The following websites are resources we encourage you to review in developing an exciting and effective program in your school area. You can access them individually, or find them on the CDOT Safe Routes web site at <http://www.codot.gov/programs/bikeped/safe-routes>.

GENERAL RESOURCES

Colorado Safe Routes to School – <http://www.codot.gov/programs/bikeped/safe-routes>

This website contains information about Colorado Safe Routes to School with links to the resources contained here. Information on past grant recipients, current applications, and bicycle and pedestrian curriculum are all available. Past issues of *The Spin* e-newsletter of the Colorado SRTS State Network can also be found here.

National Center for Safe Routes to School – <http://www.saferoutesinfo.org/>

The National Center was disbanded in December 2016 but many of the resources and guidance is still maintained on its website. The National Center was absorbed into Pedestrian Bicycle Information Center (PBIC) to provides technical support and resources. They also still coordinate online registration efforts for Walk to School Day and Bike to School Day (see below) and facilitates worldwide promotion and participation.

- Getting More Students to Walk and Bicycle: Four Elements of Successful Programs – http://www.transoptions.org/_media/pdfs/getting-more-students-to-walk-and-bicycle-for-practitioners.pdf

National Center for Safe Routes to School – Parent Survey and Student Travel Tally -

<http://www.saferoutesdata.org>

The National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires.

Safe Routes to School National Partnership – <http://www.saferoutespartnership.org>

The National Partnership provides a network of hundreds of organizations, government agencies and professional groups working to set goals, share best practices, leverage infrastructure and program funding, and advance policy change to help agencies to implement Safe Routes to School programs. They also provide technical assistance, webinars on SRTS topics, and have a number of other resources on SRTS program development.

Colorado Safe Routes to School State Network - <http://livewellcolorado.org/healthy-schools/articles/safe-routes-to-school>

LiveWell Colorado and CDOT work together to produce a monthly e-newsletter, *The Spin*, which is designed to facilitate information sharing about programs and ideas around Colorado SRTS.

Safe Routes to School Guide produced by the National Center for Safe Routes to School - <http://guide.saferoutesinfo.org/>

This guide is a comprehensive online reference manual designed to support the development of Safe Routes to School (SRTS) programs. One of the basic tenets of pedestrian and bicycle safety is that to be effective, safety programs must be comprehensive – involving engineering, education, enforcement, encouragement, and evaluation.

Colorado SRTS Community Coalition Building Toolkit - <https://www.codot.gov/programs/bikeped/safe-routes/training-curriculum/community-coalition-building-toolkit>

This toolkit is designed to guide communities through eight steps to help create a sustainable SRTS coalition focused on getting the whole community engaged in making it easier and safer to get children to walk and bike to and from school.

Walk and Bike to School Day – www.walkbiketoschool.org

The National Center for Safe Routes to School provides registration and resources for Walk to School Day and Bike to School Day events. Walk to School Day is held in October each year and Bike to School Day in May.

DATA, PROGRAM, AND POLICY RESOURCES

There are additional resources on CDOT's Safe Routes to School website that may be helpful as you develop or expand your SRTS program. Find the list at www.codot.gov/programs/bikeped/safe-routes/resources.

INFRASTRUCTURE/ENGINEERING PROJECT RESOURCES

As you consider all possible solutions for your safe routes to school barriers, infrastructure and engineering solutions should be a strategy that you consider in your long-range plans. This resource may be helpful.

Colorado Department of Transportation – Designing Streets for Pedestrians and Bicyclists-
<https://www.codot.gov/programs/bikeped/design-policy.html>

This provides various sources of information on designing and engineering bicycle and pedestrian facilities. New technologies and a wide variety of design tools are available to guide the development of multimodal facilities that are truly bicycle and pedestrian friendly.

Resource C: Sample Problems and Corrective Tasks

Once you have gathered information and data to identify and prioritize the issues around the school that are hindering students from walking and biking to and from school safely, utilize the Five E's (education, encouragement, engineering, enforcement, and evaluation) with your key stakeholder groups and develop an action plan. Here are a few sample problems with some corrective action ideas. This is not an exhaustive list but rather intended to provide ideas on how to approach your identified issues.

AUDIENCE:						
PROBLEM:	PARENTS	CHILDREN	SCHOOL STAFF	NEIGHBORS	LOCAL TRAFFIC	PARTNERSHIPS & OTHER
Walking & Biking Knowledge	1) Open house- provide information (start of school) 2) Send brochures home	1) School assemblies – invite police, fire, health care 2) Classroom instruction (in-person, video)	1) Staff training and/or certification 2) Make curriculum available	1) Yard signs or banners 2) Letters to neighbors	1) Pace car program 2) Trailer signs with messages	1) Law enforcement 2) Injury prevention professionals 3) School transportation dept.
Walking & Biking Skills	1) Send home tip sheets 2) Offer a bike helmet promotion	1) Introduce bike & ped training in PE classes 2) Conduct bike rodeos 3) Develop after school bike clubs	Train-the- trainer program for PE teachers			1) Bike advocacy groups 2) Walking advocacy groups
Traffic Speed	1) Pace car program 2) Communication 3) Traffic education and enforcement			Yard signs – slow down	Trailer signs with messages	Law enforcement
Unlawful Driving	Communicate laws, rules, and regulations – public streets and on school property		1) Staff outside at drop off & pick up times 2) Trained crossing guards		Press releases & PSAs	Law enforcement
Traffic Congestion Around School	Promote everything other than driving alone (walk, wheel, bus, carpool)	1) Teach students about health benefits of not arriving alone 2) Develop reward system	1) Provide staff with support 2) Classroom competition or school-wide competition	Communicate with neighbors		1) Proper school siting 2) School transportation department 3) Local traffic engineers
Missing sidewalks, crosswalks, or other facilities	1) Provide map of preferred or alternate SRTS route if available 2) Conduct walking audit	Educate them about roads w/o sidewalks, etc.		Include neighbors in planning	Inform local traffic of peds & bikes	1) Develop short and long term action plan 2) Public works dept
Bullying & Crime	1) Start Walking School Bus or Bike Trains 2) Work with PTA 3) Align with school's anti-bullying initiative	1) Teach to walk with parents, or if older, with buddies 2) Teach them to report issues immediately and to whom	1) Work with Safe2Tell program 2) Address issues immediately	Work with Neighbors and Watch groups		1) Law enforcement 2) PTA/PTO 3) Homeowners groups 4) Others working on neighborhood & school crime and bullying

Resource D: Permitting and Environmental Assessments

NEPA, or the National Environmental Policy Act of 1969 (42 USC 4321-4335), was enacted to promote a national policy for protection of the environment and to raise awareness of the importance of natural resources. Except in unusual circumstances, SRTS projects fall under the categorical exclusions provisions (23 CFR Sec 771.117) of the law that recognize bicycle and pedestrian projects as not involving significant environmental impacts. CDOT's Safe Routes to School program manager files the necessary paperwork required for NEPA Categorical Exclusion for non-infrastructure projects.


Non-Infrastructure Application

FY 2017-18 Colorado SRTS Non-Infrastructure Application


Your grant application will be reviewed by a volunteer advisory committee representing: bicyclists, pedestrians, parents, teachers, law enforcement, and rural and urban transportation planning partners. Your answers are very important in helping the committee select the best projects. Please be complete, but also concise.

Each section of the application is designed to help us learn as much as possible about your project and your proposed solutions.

Our goal is to select projects in the most effective way possible, while still providing enough time to thoroughly review each application. The review schedule is listed here to help assist you in your planning. **Please keep in mind that this is a guideline and may be subject to change.**

Tuesday, August 1, 2017	Applications available online
August 25, 2017; 1-3 pm September 6, 2017; 1-3 pm	Webinars – How to prepare a CSRTS application. Potential applicants may attend via webinar or in person at CDOT Headquarters, Denver. Additional dates will be scheduled throughout the state. Check the website for additional dates and locations. RSVP to: dot_srts@state.co.us
Wednesday, November 1, 2017	Applications due to CDOT Safe Routes to School office by 4:00 p.m. Options for submission: <ol style="list-style-type: none"> 1) Email: dot_srts@state.co.us  (CSRTS can accept applications sent in Google Drive or Drop Box) 2) In Person 3) By mail Address: Safe Routes to School Colorado Department of Transportation, DTD 4201 E. Arkansas Avenue, Shumate Building Denver, CO 80222 Note: applications received after 4:00 p.m. will not be accepted.
November 2-10 2017	CSRTS Program Manager's application review and administration
Mid-November 2017	Applications distributed to Advisory Committee for review and scoring of projects
January 2018	Advisory Committee selects projects
Mid-March-2018	Projects recommended to Transportation Commission for approval
Mid-March 2018	Applicants notified
April 2018	FY18 CSRTS Mandatory Grantee Orientation Training
April - May 2018	Contracts completed between CDOT and Grant Recipients
June 30, 2020	Deadline for Project Completion

Application Checklist

- ☐ Application's cover page, or first page if emailing your application, is the completed Contact Information Sheet
- ☐ Includes signature of person authorized to sign for your organization who also acknowledges the grant requirements
- ☐ Sections 1-6 answered in concise narrative not to exceed the maximum page requirements.
- ☐ Page margins are 1 inch and answers are typed in Times New Roman 12 point font. All submitted applications and attachments must be printable on 8½ x 11 size paper.
Applications that exceed page maximums or are not formatted according to the margin and font requirements will not be accepted.
- ☐ The Budget Worksheet and Budget Narrative are complete and accurate
- ☐ All appropriate documents are included as attachments and clearly labeled (i.e., maps, photographs, partnership roles, letters of support, etc.). If submitting a paper application, dividers are recommended between sections to assist the review team in their review process.
- ☐ All copies of applications submitted on paper must be stapled or bound. Paper clipped copies will not be accepted! But large binder clips are.
- ☐ Proposals must be received by 4:00 p.m., Wednesday, November 1, 2017 to the Safe Routes to School office (includes whether by email, in person, or by mail).
- ☐ Submit application and attachments to:
Email: dot_srts@state.co.us 
Or, send or hand-deliver **one original, ten photocopies, and on CD or thumb drive**
to:

Safe Routes to School
Colorado Department of Transportation, DTD
4201 East Arkansas Avenue, Shumate Bldg
Denver, CO 80222

Questions about how to complete the application or your project ideas? E-mail:
dot_srts@state.co.us or call 303.757.9088

REMINDER: Applications will not be considered eligible if they do not meet the minimum dollar amount, if budgets are incorrect (not tabulated correctly), if applications exceed the page limitations/ allotted space provided, or if they are received after the deadline. The application page margins must be 1 inch and answers must be typed in Times New Roman 12 point font. A letter of support from the principal at each school included in your application must be included. Furthermore, any documents received after the application is submitted will not be added to the application.

Grant Application Outline

Your grant application should follow this outline when complete:

- ❖ Cover Page – Contact Information Sheet
- ❖ Section 1 – Problem Identification (1 page maximum)
- ❖ Section 2 – Action Plan (1 page maximum)
- ❖ Section 3 – Project Timeline (1 page maximum)
- ❖ Section 4 – Project Partners (1 page maximum)
- ❖ Section 5 – Evaluation: Measuring Success (1 page maximum)
- ❖ Section 6 – Budget Proposal and Budget Narrative (2 page maximum)
- ❖ Section 7 – Previous CSRTS Grants (1 page maximum)
- ❖ Section 8 – Subcontractors (1 page maximum)
- ❖ Attachments
 - For Section 1
 - A – National Center for SRTS – Student Tally & Parent Survey Reports (optional – extra credit)
 - B – School Demographics (required)
 - C – School or School District Wellness Policy (required) (with walk/bike language highlighted for extra credit)
 - D – Map of School(s) (required)
 - E – Project Manager Letter (required)
 - For Section 4
 - F – Letters of Support from Partners (required) (letter(s) from principal(s) required)
 - For Section 6
 - G – Budget (include as an attachment if not able to include it in application document, e.g., if you wish to attach as Excel spreadsheet)

Applicant Information Sheet

Complete the information below and **include this page as the cover page of your proposal.**
The person identified as the Contact will be the main point of contact for CDOT staff.

Organization (check one): School ☐ School District ☐ City ☐
County ☐ State ☐ Other ☐

Project Title: [Click here to enter text.](#)

2-3 sentence summary of your project: [Click here to enter text.](#)

Organization: [Click here to enter text.](#)

Mailing Address: [Click here to enter text.](#)

City, State, Zip: [Click here to enter text.](#)

Contact Name: [Click here to enter text.](#)

Contact Title: [Click here to enter text.](#)

Best Phone # to Call: [Click here to enter text.](#)

Contact E-mail: [Click here to enter text.](#)

Contact Fax: [Click here to enter text.](#)

Project Manager (if different than Contact): [Click here to enter text.](#)

Project Manager Contact E-mail: [Click here to enter text.](#)

Best Phone # to Call: [Click here to enter text.](#)

Total Project Cost: [Click here to enter text.](#)

SRTS Requested Amount: [Click here to enter text.](#)

20% Cash Match [Click here to enter text.](#)

School District(s): [Click here to enter text.](#)

School Name(s) & (Grades): [Click here to enter text.](#)

CDOT Region R1 ☐ R2 ☐ R3 ☐ R4 ☐ R5 ☐

Congressional District: D1 ☐ D2 ☐ D3 ☐ D4 ☐ D5 ☐ D6 ☐ D7 ☐

See [Addendum A](#) in the Instructions if you need help completing this information

Signature of Person Authorized to Sign for Organization*

Date

Print Name

Title *

*By signing, applicant admits to being authorized to sign for _____
(name of organization) and that all the information contained herein is true and correct to the best
of his/her knowledge.

The applicant also confirms understanding the following grant requirements.

- ☐ This is a reimbursement program. The grantee must finance the project until reimbursement funds are available. Invoices must be submitted with proper documentation on a regular basis (monthly, but no less than quarterly) and must include a progress report documenting work completed on the project since the last billing period.
- ☐ The grantee understands they are responsible for providing a cash match to cover 20% of the total project cost and that CDOT will reimburse 80% of the total expenses on each invoice with proper documentation of expenses.
- ☐ The grantee must fund any project cost in excess of the amounts indicated in the included budget (i.e., project cost overruns) at no expense to state/federal funding sources.
- ☐ The grantee must not incur costs for any aspect of the project until authorized by CDOT with a formal contract or purchase order and letter to proceed. Otherwise, the grantee risks incurring costs that will not be reimbursed.
- ☐ The grantee understands that they must submit the required final reports and invoice to CDOT no later than September 30, 2020.
- ☐ The grantee agrees to administer the National Center for SRTS Parent Survey and Student Travel Tally before beginning the project and at completion. The survey data must be made available to the Colorado SRTS program for evaluation purposes. The survey and tally reports will be included with the final report submitted by your organization.
- ☐ The grantee agrees to complete a sub-recipient risk assessment in compliance with 2 CFR 200 prior to receiving a contract/purchase order.

SECTION 1: Problem Identification. (25 points plus up to 2 points for extra credit)

Describe the current condition for bicycling and walking in your school area(s). What is the problem you are addressing? (Maximum 1 page narrative, plus attachments A, B, C, and D.)

- a) In the area surrounding your school(s), what are the risks and/or barriers that are preventing students, including those with disabilities, from walking and/or bicycling to and from your school(s)? How is walking and bicycling to and from school currently perceived in the school(s) culture)? What problems or issues need to be resolved to get more children walking and biking? Highlight information specific to the local area and target population from parent surveys, student travel tallies, audits, or other evaluation you may have completed that help describe barriers or challenges to children walking and biking.

Extra credit: Collect AND provide highlights from the National Center for Safe Routes to School (NC SRTS) pre-evaluation Parent Survey and Student Travel Tally (<http://www.saferoutesdata.org/>) and provide the reports as **Attachment A**. These surveys must have been collected within the past two years to be eligible for extra credit.

- b) Provide significant data to demonstrate safety issues that have an influence on children walking and/or bicycling relevant to the school(s) that your project will impact. Make sure to explain how this data relates to the problem. This data may include, but is not limited to, relevant crash statistics, traffic counts, speed limits, environmental factors, crime statistics (abductions, sex assaults, bullying) or other safety issues. Make sure to explain how this data relates to the problem.
- c) How was (were) the target school(s) selected and prioritized?
- d) Describe any previous or existing programs at the targeted school(s) that educate, encourage, or enhance walking or bicycling to school. This information can include walking and bicycling safety education, bike rodeos, Walk and/or Bike to School Day, crossing guard program, or changes to the built environment.
- e) Complete the following chart for schools included in your proposal and include as **Attachment B**. This table can be changed to Landscape orientation for ease in completing it. Remove the data in the example rows before filling in your school(s) information

School Name	Address (street, city, zip)	# of Students	Grades	Demo-graphics*	# Walk	# Bike	# within 1-mile	Busing Distance	# Benefit**	% F/R Lunch***
<i>Example AB Elem</i>	<i>1234 Azar St. Any town 80111</i>	<i>560</i>	<i>K-5</i>	<i>AS 2% B 33% C 30% L 33% O 24%</i>	<i>84</i>	<i>11</i>	<i>302</i>	<i>1m</i>	<i>302</i>	<i>37%</i>

Example <i>CD Elem</i>	<i>9988 King St. Second Town 80111</i>	<i>434</i>	<i>K-5</i>	<i>A 1% B 27% C 49% L 23%</i>	<i>65</i>	<i>8</i>	<i>204</i>	<i>1m</i>	<i>204</i>	<i>14%</i>

*A-American Indian, AS-Asian, B-Black, C-Caucasian, L-Latino, O-Other, or specify with note

**The number who will benefit is dependent upon your project. Will every student participate and benefit from your proposed project or will it focus on the students who are within walking or biking distance (e.g., live within 1 mile of school)?

***Percent of students who are eligible for free and reduced-priced lunch pursuant to the provisions of the Federal "National School Lunch Act", 42 U.S.C. Sec. 1751 ET SEQ

- f) **Attach** school or school district wellness policy to application as **Attachment C**.

EXTRA CREDIT: Does your school or school district wellness policy include specific language that encourages walking and bicycling to and from school? **REQUIRED:** To receive the extra credit you must provide the section name and page number where this language is located.

- g) **Attach** a map indicating the 1- or 2-mile radius (depending on your busing distance) of the school as **Attachment D**. Please plot location of students if possible. Limit map sizes to no larger than 8.5" x 11". Photos indicating existing conditions may also be included in **Attachment D**. Photos are best if taken during drop off and pick up times, if at all possible.

SECTION 2: Action Plan. (25 points)

How do you propose to address the problem(s) you identified in Section 1? (Maximum 1 page plus Attachment E)

Describe the proposed project –

- a) Identify the specific goal(s) your project aims to achieve. What do you expect will change at your school(s) or school district/community as a result of this project?
- b) Briefly describe the approach you will use to address the problem you identified in Section 1. What activities do you plan to implement with this grant? Include who (e.g., all students, 3-5 grades, parents, etc.) you are targeting with your program.
- c) How will your suggested solution solve the problem(s) you identified and increase the number of students walking and biking to and from school?
- d) Is this a continuation of an on-going SRTS project (not necessarily a grant-funded project) or is this a new project for this school or school district?
- e) Parents can be great advocates or a major barrier to getting students to walk and bike to and from school. Explain your plan to engage and educate parents, and the neighborhoods/ community around the school(s), to encourage more children biking and walking to and from school. What is your plan for engaging parents in planning and carrying out your SRTS program?
- f) Who will manage the project? Please include in **Attachment E** a signed statement from the project manager stating his or her role and responsibilities including relevant background and qualifications

See [Resource A](#) in the application instructions for examples of non-infrastructure project ideas and descriptions.

SECTION 3: Project Timeline (10 points)

Please describe your project's timeline from start to finish. (Maximum 1 page.)

- Is your project ready to implement? What is the timeline for your project? Based upon receiving written "authorization to proceed" from CDOT (estimated to be by April 2018), how quickly can you begin your project?
- Funding is available over two years so consider how to maximize the impact of your project over that time period and reflect that in your timeline. Indicate milestone dates for your project. The dates indicated will become part of your scope of work if your project is funded, and failure to make substantial progress of the milestone by the date indicated could result in termination of the project funding. All projects in this funding cycle must be completed no later than two years following the date of the signed contract which is expected to be June 30, 2020.

EXAMPLE TIMELINE:

DATE(S)	MILESTONE
April 2018	Authorization to proceed (<u>estimate only</u>)
2018-2019 School Year	Integrate K-8 bike/ped lesson plans into classrooms ² Implement Walking and Wheeling Wednesdays encouragement program
August - October 2018	Pre-Parent Survey #1 and Student Travel Tally #1 / School walkability audit / Photovoice Present SRTS program to PTA/PTO Walk to School Encouragement Event kick-off
October 2018	Walk/Bike to School Events. Recruit Parent volunteers
November 2018 – May 2019	Continue Walking 'n Wheeling Wednesday encouragement program
February 2019	Adjust program plan based on Parent Surveys and Travel Tally results
May 2019	Measure progress: Student In-classroom Travel Tally #2
March - April 2019	Spring Education Kick-off & Bike to School Encouragement Events
May 2019	Bike to School Events. Recruit Parent volunteers
2019-20 School Year	K-8 bike/ped lesson plans in classrooms Walking 'n Wheeling Wednesdays encouragement program

² CDE-reviewed lesson plans are available at <https://www.codot.gov/programs/bikeped/safe-routes/training-curriculum>

September 2019	Measure progress: Repeat Parent Surveys #2 and Student Travel Tally #3 Present SRTS updates to PTA/PTO
October 2019	Walk to School Events
March 2020	Spring Education Kick-off and Bike to School Encouragement Events
May 2020	Bike to School Day/Week/Month Events
April - May 2020	Measure progress: Parent Survey #3 and Student Travel Tally #4
June 30, 2020	Last date for project completion. All activities and expenses completed.
August 30, 2020	Final accomplishment report and final invoice submitted to CSRTS office.

SECTION 4: Project Partners (10 points)

Whether you are a school, school district, city, or other government entity, SRTS projects are most successful and sustainable when there is collaboration among various groups and buy-in from across the community. Identify partnerships and planning groups or coalitions that were included in the planning and will help implement this project. Indicate the specific role they will play in your project. (Maximum 1 page plus Attachment F.)

- a) What is your strategy for collaboration? Do you have a SRTS coalition or similar?
- b) Please provide the following information about your partners using the format below.
 - i. Name of Participating Organization/Partner and contact person for that partner.
 - ii. The role they will play in the development of your project. Please be specific.
 - iii. Attach a letter of support from each partner confirming their support and role in the project. Include the letters as **Attachment F**.
 - The school principal for each school must be identified.
 - **A letter from the principal(s) of each participating school is required** indicating their awareness and support of the SRTS project. If this is a district-wide project, a letter from a district administrator (preferably the superintendent) should also be included.
 - Partners should include a statement about their specific role and responsibilities in the project and their long-term commitment to your SRTS efforts.
 - **Form letters and generic letters of support are not acceptable!**
 - All letters should be on the partner's letterhead and include a signature.

Name of Partner/Organization	Specific role(s) they will play in your project
<u>Example:</u> XYZ Elementary School – John Smith, Principal (PRINCIPAL REQUIRED)	<u>Example:</u> 4th grade classroom teachers will incorporate bike/ped lessons into their XXX unit PE teacher will work with bike/ped contractor for 2 weeks of skills-based bike & ped instruction We will promote Walk to School Day (October) and Bike to School Day (May) by... (how?)
XYZ Police Department - John Smith, Chief	Teach bike and pedestrian safety in identified schools
XYZ Bike Shop	Provide bike tune-ups at Bike to School Day for free

The [SRTS Community Coalition Building Toolkit](#) is a good resource for developing a SRTS coalition in your community and includes ideas for the creation of a well-rounded coalition or task force.

SECTION 5: Evaluation: Measuring your success (25 points)

Evaluation strategies help show project effectiveness and document successful activities.

- a) Identify your anticipated project objectives. What will be the impact at your school(s), school district, or community as a result of your project? Be specific and relate it to your project goals and activities you described in Section 2. Objectives should be written in the S.M.A.R.T. format.
- b) Describe how you will evaluate the success of the project and measure your project's impact and effectiveness in getting more children walking and/or bicycling to school. How will you know whether more children are walking and/or biking to school?
- c) Consider two types of evaluation – process and outcome.
 - i. **Process evaluation** is a way to monitor program implementation by addressing program activities (who, what, when, how many); and
 - ii. **Outcome evaluation** measures changes in knowledge, attitudes, skills, and/or behaviors.

See the following example of how to state your process and outcome evaluation measures.

Program Activities: What will be done?	Measurable Project Objectives: What will be measured?	Evaluation: How and when will it be measured?
<u>Example: Process Evaluation</u> Students participate in Walk and Wheel Wednesday program.	<u>Example: Process Evaluation</u> An average of 50 students will participate in weekly Walk and Wheel Wednesday by the end of the 2019-20 school year.	<u>Example: Process Evaluation</u> • In-classroom school travel tally sheets collected on designated Wednesdays • Count of students arriving at school by walking or “wheeling” once per quarter
<u>Example: Outcome Evaluation</u> -Engage parents to volunteer for walking school bus/bike train program. -Present SRTS program goals and expected outcomes to PTA. -Include parent engagement tips in school newsletter.	<u>Example: Outcome Evaluation</u> Increase by 10 percent over baseline the number of parents who indicate walking / biking conditions are safer as evidenced by the SRTS parent survey by the end of the 2019-20 school year.	<u>Example: Outcome Evaluation</u> Pre / post parent survey collected at beginning and end of each school year.

TIPS:

- Indicate when you will collect evaluation data in your timeline.
- Safe Routes to School National Partnership has a useful [resource on evaluation](#).
- You should try to achieve a return rate of 30% or more of the school population for parent surveys.
- The committee looks favorably upon projects that provide ongoing data collection to track performance throughout the course of the project.

d) Sustainability

- i. Describe your plan to ensure the long-term success and sustainability of Safe Routes to School in your school and community.
- ii. How will your SRTS efforts continue once your grant funds are expended? Who (individual or organization) will manage the project once the grant is finished?

Examples of Sustainability:

- Ongoing data collection regarding student participation in bicycle and walking programs for use in annual reports, school webpages, and SRTS project evaluation after completion of the project
 - Establishment of a health and wellness committee or SRTS teams or coalitions
 - Yearly train-the-trainers program
 - Establish bicycle and pedestrian safety education as a module in PE classes
 - Incorporate school or district policy changes that encourage biking and walking to and from school
 - Integration of bicycle and pedestrian lesson plans in core subjects.³
 - Develop a plan for reducing reliance on CSRTS funding
 - Community-supported on-going programs/policies related to SRTS
- e) What type of information-sharing will you do as a follow-up to your project? How will you let your community know about the successes of your project? If you're applying as a single school, how will you share your efforts with the broader school district?

³ See CDOT Website for Colorado Department of Education-reviewed curriculum - <http://www.coloradodot.info/programs/bikeped/safe-routes/srts-lesson-plans.html>

SECTION 6: Budget Proposal and Budget Narrative (10 points)

Submit a budget and a budget narrative that is reasonable, necessary, and supports your project activities. This will help the review committee better understand how your funds will be used. The budget narrative should explain and justify the requested funds for each budget item and should be connected to what you described in your project description (Section 2).

In some cases, the project selection committee may recommend to fund a project provided certain components are removed if they are ineligible or ineffective. The applicant will be asked if they will be able to proceed with the project if its scope and cost of the project are reduced.

PROJECT BUDGET.

Complete your budget using the template provided (below). Include your budget as **Attachment G** with your application.

See [Addendum B](#) for complete budget guidelines and an example of a completed budget.

The document is available in Excel format. Please contact dot_srts@state.co.us to obtain a copy or download it from the [CSRTS webpage](#).

Include your budget here in Section 6 or as ATTACHMENT G

FY 2017-18 SRTS Non-Infrastructure Project Budget

Organization Name:

Project Title:

Item	Quantity	Unit	Unit Price	Total
Personnel - Internal				
Personal – External / Subcontractors				
Equipment and Supplies				
Promotions / Advertising				
Printing				

Other				
Total CSRTS Project Cost				
Requested CSRTS (80% of Total Project Cost)				
Cash Match (20% of Total Project Cost)				
Overmatch (additional \$\$ that your agency is contributing to project)				

Any overmatch to your project will not be reflected in your grant award.

Insert more rows as needed.

If you prefer to enter your budget on an Excel spreadsheet download it from the [CSRTS webpage](#).

BUDGET NARRATIVE.

Explain and justify the funds requested in your Project Budget Narrative by line item using the explanations below to guide you.

Personnel - Internal	
	Explain how the salary or hourly rates for each position were determined. Explain the purpose and activities and tasks of each position as it relates to your project. Be sure to include benefits if those are to be included in the cost of the project.
Personnel – External / Subcontractors	
	Explain why proposed consultant services cannot or should not be provided by project staff. Explain the procurement process you will use to select your subcontractor(s). Include details of the sub-contractor's scope of work(e.g., "Will provide bike rodeos at x# of schools lasting 2 hours each using 2 staff members for grades 2 through 6.") and how they will be compensated (by task, per hour at what rate?)
Equipment and Supplies	
	List the equipment and/or supplies that you will need to purchase to support your activities. Explain how the costs were determined and justify the need for the various line items.
Promotion/Advertising	
	Explain how the costs were determined and justify the need for the various activities. Provide an explanation of the link between the promotion and the project outcome. Costs are allowable for communicating with the public and press pertaining to specific activities or accomplishments which result from the performance of your project. If incentives are included in the budget, provide an explanation of the demonstrated link between the incentives and the project outcomes. Incentives items must contain a bicycle and pedestrian activity and/or safety message and be tied to behavioral outcomes as stated in the project description. Describe your distribution plan. Incentives must be pre-approved by the CSRTS Project Manager before purchase. Be aware that there may be items that are not allowable within the CSRTS program. Check with the CSRTS Program Manager if you have questions or find more information

	here . Food is not an allowable expense and will not be reimbursed. Bike helmets for distribution to students is also not an allowable expense, however, bike helmets purchased for use with a bike rodeo or in-classroom instruction is allowed.
Printing	
	Explain how the costs were determined and justify the need for the various items. Provide an explanation of the link between the item and the project outcomes.
Other	
	Explain how the costs were determined and justify the need for any other proposed expenses. Provide an explanation of the link between the item or activity and the project outcomes.
Match	
	Describe your cash match for your project. Where does the match come from and what expenses will they cover of your project. Funds from other Federal grants cannot be used for the match. The expenses for these match dollars must be included in your invoicing for reimbursement, if awarded a grant. Be sure your cash match is reflected in your total project cost.

SECTION 7: Previous CSRTS Grants (no points, but it is used in overall evaluation of your project)

Has your organization/school district submitted any CSRTS grant applications previously? If not, state that you have not and then skip the rest of this section and proceed to Section 8. (Maximum 1 page)

- Using the chart below, list each application with year you applied, whether it was infrastructure or non-infrastructure, amount requested, and whether your project was funded or not. Contact the CDOT SRTS program manager if you need help with this question.
- Did you complete the project for which you received funding? If so, please estimate (based on the data obtained by the pre and post student tallies, parent surveys, and final accomplishment report) the number of new students who are walking and biking to school as a result of the project.
- If you did not complete your project, why not? Are there plans to complete it? If yes, when? If not, why not?
- Please summarize the major accomplishments detailed in the final accomplishment report and include data on how the program has changed behavior and/or culture at the school(s).
- Is the SRTS program still continuing at the school(s)? How have your efforts been sustained? Explain why additional CSRTS is grant funding necessary for your school or school district.

[This chart can be rotated to Landscape orientation in your grant application.]

	#1	#2	#3	#4	#5
Year Applied					
Project Type- Inf or Non-Inf					
Amount Requested					
Funded?					
Project Completed?					
Project On- going?					
Major Accomplishments					

Is the program still continuing?					
-------------------------------------	--	--	--	--	--

SECTION 8: Subcontractors (no points, but it is used in overall evaluation of your project)

Will you be subcontracting with an individual or organization to perform any of the activities included in this CSRTS grant application? If not, state that you will not be using subcontractors on any part of your project and then skip the rest of this section.

(Maximum 1 page)

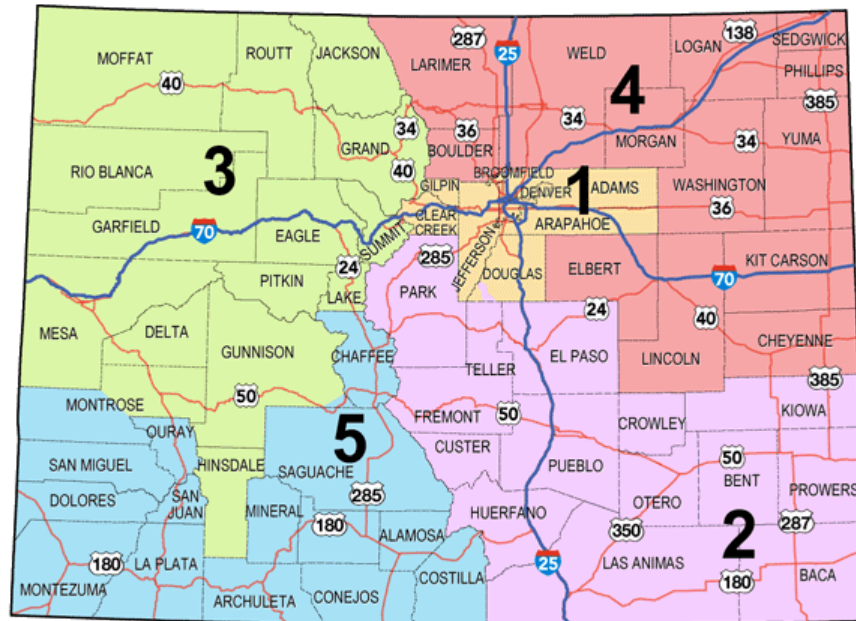
- a) Please list any subcontracted activities that are anticipated in this project.
- b) How will your subcontractor be selected?
- c) Has (have) the subcontractor(s) you are considering ever performed work on another project funded by a CSRTS grant? If not, you may skip the following questions. If so, please have each subcontractor complete the following:
 - i. Briefly summarize all grant-funded projects on which you have performed work. Include year of project, schools included, key activities, and amount of funding received.
 - ii. For all completed projects, please provide data documenting changes in the number of students walking or biking to school.
 - iii. How will the work proposed in this application be similar to your previous SRTS projects? How will it be unique to this community and school(s)?

Confirm that you have completed your application by reviewing the [application checklist](#), [grant application outline](#), and [scoring criteria](#).

Addendum A: CDOT Regions Map and Congressional District Map

CDOT Regions Map

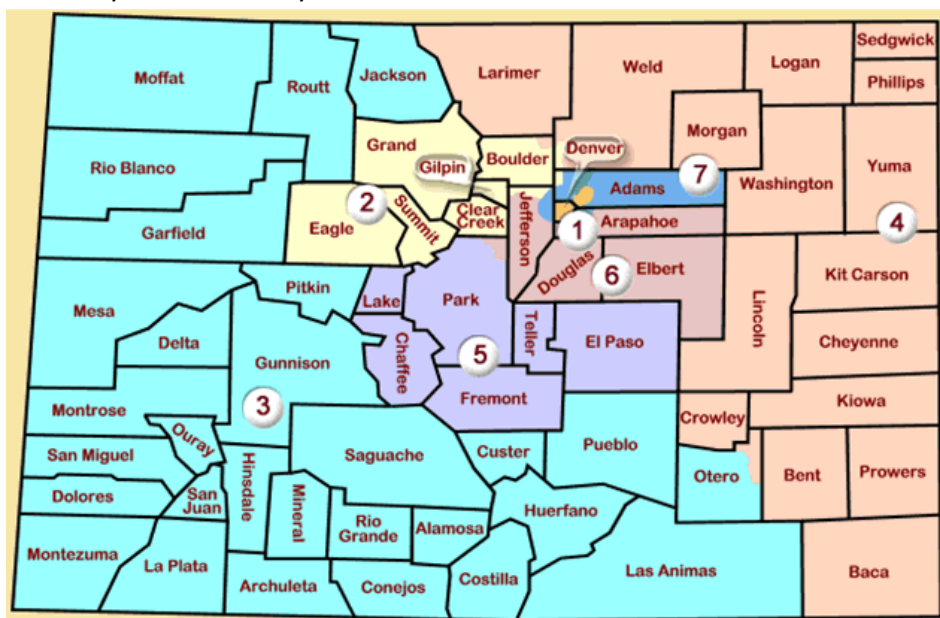
Use this map to identify which Colorado Department of Transportation region your school district, city or county falls within. Indicate your Region on your Contact Information Sheet.



<https://www.codot.gov/programs/planning/documents/resources/cdot-region-map/view>

Congressional Districts

Use this map to identify which Congressional District your school district, city or county falls within. Indicate your district on your Contact Information Sheet



For information on the boundaries for Congressional Districts, visit

<https://www.govtrack.us/congress/members/CO>

Addendum B: Project Budget Guidelines and Sample Budget

1. **The SRTS program is a cost reimbursement program.** If your project is selected you must have the funds in place to support your expenses prior to being reimbursed by CDOT. To be reimbursed, the expense must be identified in your approved SRTS application (scope of work) and budget. If you wish to make purchases that are outside of your grant budget you must submit a request in writing and have it pre-approved by the Colorado SRTS program manager. Some requests may not be allowable or approved.
2. **Indirect costs will not be reimbursed.**
3. **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.
4. **20% cash match is required and should be calculated into the total project cost.**
5. **If this project is contingent upon other receiving other funding,** please attach a separate budget with that funding included and indicate when you will be notified of grant award.
6. **See [Resource A](#) for typical projects that are funded by CSRTS.** Innovative projects are encouraged. Project coordinator salary is an eligible expense.
7. **Because low-cost bike helmets are available from many resources, bike helmets used for promotion or giveaways are not allowed as a Colorado SRTS budget item.** Bike helmets for inclusion in bike rodeo kit or bike fleet are an acceptable budget item. Several bike helmet resources are listed on the SRTS website at www.codot.gov/programs/bikeped/safe-routes/resources.
8. **Bicycles are an allowable item** but we ask that you research other sources for bikes such as discounts from bike shops, as a match from partners, bicycle recycling programs, etc. Funds are limited for non-infrastructure projects and we want to assure the most equitable distribution of funds to as many applicants as possible. The cost of maintenance, check-out procedures, storage, and how bikes will be used after the grant period should all be considered and described.
9. **Individuals, such as parents, who spend a significant amount of time on your project can be compensated.** Include in your budget narrative how they will be selected, how much time they will spend on the project, what their responsibilities will be, etc. The expenses should be reflected in your budget. You will need to follow your organization's policies and procedures for hiring and paying these individuals.
10. **When considering incentives for your program be sure they are used to motivate students to walk and bicycle to and from school, rather than just reward the activity.**
11. **CDOT is not responsible for any costs incurred by the applicant in preparation of the application or any expenses incurred prior to receiving a contract and letter to proceed.** Once submitted, all proposals will become public information.
12. Colorado SRTS will abide by the rules established under the **Federal-aid guidelines for allowable costs.** For information on allowable expenses, visit the electronic Code of Federal Regulations which can be found at the U.S. Government Publishing Office on their [electronic code of regulations](#) website.

SAMPLE COMPLETED BUDGET FOR NON-INFRASTRUCTURE PROJECT

Item	Qty (# or Hours)	Unit (e.g., hours, each)	Unit Price or Rate	Total
Personnel – Internal				
Project Coordination (Salary and benefits)	300	Hrs	\$35	\$10,500
Contractual Services				
Teacher-Training Workshop for 15 Teachers (train the trainer)	20	Hrs	\$150	\$3,000
Bicycle & Pedestrian education program	4	Schools	\$5,000	\$20,000
Administer surveys and provide reporting	50	Hrs	\$20	\$1,000
Parent volunteers at Encouragement Events	50	Hrs	\$0	In-kind
Bike Maintenance by local bike shop	18	Hrs	\$50	\$900
Equipment and Supplies				
Approved Incentives for student encouragement	4	Schools	\$500	\$2,000
Safety saucer cones for bicycle training	4	Set	\$25	\$100
Safety cones for bicycle training	4	Set	\$20	\$80
Bicycles for bicycle training	10	Ea	\$250	\$2,500
Bike & Ped Education Library books	4	Schools	\$150	\$600
Bike helmets – for use with bike fleet	25	Each	\$10	\$250
Promotion/Advertising				
Press release announcing events	2	Ea	\$0	\$0
Newspaper ads promoting Walk/Bike to School events	3	Ea	\$250	\$750
Printing				
Parent surveys & student tallies	4	Schools	\$200	\$800
SRTS newsletters	4	Schools	\$200	\$800
Total Project Budget				\$43,280
Requested SRTS Funds (80% of total project budget)				\$34,624
20% Cash Match (20% of total project budget)				\$8,656

[Return to Section 6 – Budget and Budget Narrative.](#)

Addendum C: Scoring Criteria for Non-Infrastructure Projects

Each section of the application has a determined number of total points available. The Advisory Committee considers the following criteria to evaluate eligible applicants as outlined in state statute:

- The demonstrated need of the applicant;
- The potential of the proposed project to reduce injuries and fatalities among children;
- The potential of the proposed project to encourage walking and bicycling to and from school;
- The extent to which the application identifies existing safety hazards;
- The extent to which the application identifies existing and potential walking and bicycling routes and the extent to which the proposed project would improve or connect them (infrastructure projects); and
- Support for the proposed project from local school-based associations, traffic engineers, elected officials, law enforcement agencies, and school officials.

The following describes how those points may be attained. All scoring is final as determined by the Safe Routes to School Advisory Committee.

SECTION 1: Problem Identification. Total of 25 points available (27 points with Extra Credit).

_____ Problem is clearly described in sufficient detail to provide an understanding of the problem. It includes physical and perceived obstacles and risks to children, including children with disabilities. Background information supports the problem with parent surveys, student travel tallies, accident data, traffic counts, community and school surveys or audits, etc. Requested information for each school is complete. Existing programs or activities that support biking and walking to school are described. Map of school(s) with 1 or 2-mile radius (depending on busing distance) indicated is attached. School wellness policy is attached.

Extra credit (1 point): The NCSRTS pre-evaluation reports, including both the parent survey and student tally, are attached to the application **AND** results are incorporated into your problem statement.

Extra Credit (1 point): School district wellness policy contains language which supports students walking and biking to and from school **AND** page number in policy is indicated.

SECTION 2: Action Plan. Total of 25 points available.

_____ Overall goal is clearly stated and supports the mission of SRTS. Action plan is described clearly and in sufficient detail to provide an understanding of the proposed program. Response clearly indicates that it will address the problems in Section 1 and provide for more children to bike and walk to and from school. Plan to educate and engage parents is well thought out and is likely to provide a measurable change. Project manager is clearly identified and statement on roles and responsibilities and relevant experience and qualifications is attached. Project incorporates both walkers and bicyclists.

SECTION 3: Project Timeline. Total of 5 points available.

- _____ Timetable is complete and reasonable and matches action plan. Timing of evaluation components is indicated. Timeline includes Walk to School Day and/or Bike to School Day or equivalent.
-

SECTION 4: Project Partners. Total of 15 points available.

- _____ Applicant has developed partnerships or collaborations with organizations important to the success of this project, and has clearly identified descriptions and roles of each. School principal from each school is listed as a partner and a letter of support is included. Letters of support from partners indicate their understanding of the project and their roles (partners do not simply “support” project, but are responsible for some aspect of the project).
-

SECTION 5: Evaluation: Measuring Success. Total of 20 points available

- _____ Project outcomes are identified. Changes that will occur at the school(s) or district as a result of the project are clearly stated and relate to the project’s goals and objectives. The response describes an accurate method for measuring or determining the success of the program – measures are appropriate to the project. In addition to the REQUIRED pre- and post-evaluation SRTS student travel tally and parent survey, you describe additional ways you will evaluate the success of the project and measure your project’s impact and effectiveness. Sustainability plan is included and supports long-term success of SRTS program. On-going data collection is included. Clearly explains plan for reporting/sharing results within school, district, and/or community.
-

SECTION 6: Budget Proposal and Budget Narrative. Total of 10 points available.

- _____ Expenses support the planned activities. All expenses are reasonable and related to program activities. Budget worksheet is accurate and complete. Budget narrative clearly explains and justifies the requested funds.
-

SECTION 7: Previous CSRTS Grants. No points for this section, but review committee uses it for overall evaluation of project.

- _____ While no points are awarded to this section, the advisory committee considers your past grant experiences and project achievements as an indicator of future program successes. You are not penalized for not having previous SRTS grants.
-

SECTION 8: Subcontractors. No points for this section, but review committee uses it for overall evaluation of project.

- _____ No points are awarded to this section but the advisory committee considers the work of any subcontractors who have successfully implemented SRTS-type projects to be an indicator of program success.